

NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category

Background

In fiscal year 1999, the National Endowment for the Arts offered Grants to Organizations in four categories:

Creation & Presentation
Planning & Stabilization
Heritage & Preservation
Education & Access

Within the Education portion of the Education & Access category, the Endowment takes an encompassing view of education to embrace the concept of lifelong learning in the arts. The arts, the Endowment believes, should be an integral part of education, not only for children and young adults during their elementary and secondary school years, but for Americans of all ages, in settings in and outside the formal classroom. Within this broad framework, the Arts Endowment provides support for both curriculum-based projects and other types of educational activities discipline/field-based projects that are undertaken by arts and other nonprofit organizations.

Curriculum-based arts education projects focus on the arts in grades pre-K through 12 and are intended to have an impact on the curricular and instructional areas of a school or a broader educational system. They must involve a systematic, curricular approach to engaging students to increase their knowledge about and/or skills in the arts. Project activities may take place within or outside of a school setting and during or outside of the school day and year, but, in all cases, must be directly related to the formal education of students.

FY 1999 Curriculum-Based Projects

In the Education & Access category, the Endowment is supporting 33 *curriculum-based* arts education projects in fiscal 1999, totaling \$1.85 million in Endowment support. In the category overall, a total of 430 projects, totaling \$12.3 million, are supported in 1999. Project periods range from less than one year to as much as two years.

The curriculum-based projects are addressing a range of issues and needs in preK-12 arts education, including innovations in standards, curriculum, and assessment in the arts; preservice and inservice professional development for teachers of the arts, classroom teachers, and artists; arts and education partnerships involving museums, symphonies, theaters and other arts institutions and organizations with schools in their communities; and television programs for children. Likewise, all artistic disciplines are involved in these projects, including the media and design arts.

Attached are descriptions of the 33 Education & Access curriculum-based projects, which are presented in alphabetical order with an accompanying index indicating the particular topic and discipline focus of each project. The brief descriptions in bold face are followed by more detailed descriptions of each project, including the purpose and goals, major strategies or activities, and intended impact of the projects. Also included is contact information for the project directors, including e-mail and Web site addresses where available, and the grant amounts.

For More Information

Under its current Guidelines, the Endowment is interested in supporting projects of national, regional and field-wide impact, which can include documenting and disseminating information about formative aspects as well as outcomes of projects. In some cases, grantees plan to actively disseminate information concerning their progress and results with specific constituencies or the field-at-large. Check the specific description of each project for this information. General information can be requested directly from the respective project directors. For more information about the Endowment's funding opportunities, including obtaining a copy of the current Grants to Organizations Guidelines, visit the Endowment Web site at <http://arts.endow.gov> or call us at 202/682-5438.

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Arkansas Department of Education

Arch Ford Education Building
#4 Capitol Mall — Room 107A
Little Rock, AR 72201
<http://arkedu.state.ar.us>

\$75,000

Project Director:
Ms. Brenda Turner
501-682-4397
bturner@arkedu.k12.ar.us

To support a consortium project to provide arts assessment and art criticism professional development for arts teachers, arts-in-education roster artists, and museum docents and faculty in Arkansas. This project is the outgrowth of public hearings and surveys that showed an overwhelming need in Arkansas for more professional development for arts educators in order to move forward with education reform efforts in the state. It is being carried out by the Arkansas Department of Education, the Arkansas Arts Council, the Arkansas Arts Center, and the Northeast Arkansas Education Service Cooperative.

In 1991, the state of Arkansas established state-level goals for student learning that are consistent with national goals, and in 1997 modified the legislation in order to bring about systemic reform of Arkansas public schools. Building on that reform effort, the consortium partners in this project will conduct two-day professional development workshops in art criticism for up to 50 educators, artists and docents, who will then serve as state trainers for later staff development. Lesson plans will be generated from these sessions and will be made available for statewide use.

In addition, the consortium will provide training in arts assessment for four assessment teams (up to 90 people) representing all arts disciplines. Following this staff development, the teams will look at the already developed state curriculum frameworks in the arts, and identify each framework learning expectation in K-12 dance, drama/theatre, music, and visual art as measurable or assessable, and will develop suggested approaches to best practices. The consortium expects to continue this project after the Endowment funding period through a statewide network of 15 regional education cooperatives.

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Arnot Art Museum

235 Lake Street
Elmira, NY 14901

\$8,000

Project Director:
Ms. Penny Cole
607-734-3697, x123

To support the *Chemung River School Project*, which is designed to enable students to use the materials and processes of one or more of the arts to express their understanding of the interactions between the social and natural environments and to evaluate the role of the artist in these interactions. The project combines fourth-grade science, natural and social history, and ecology curricula with writing, performing and visual arts, and is specifically designed to address the New York State Learning Standards for the Arts.

While not officially a consortium project, the active participants include the Chemung Valley History Museum; Tanglewood Nature Center; Cornell Cooperative Extension Service; the school districts of Elmira City, Elmira Heights, Horseheads, and Waverly; and artists from all disciplines. The participating institutions were all involved in the creation of the project four years ago, and they have all provided continuing input into its development.

Teachers and artists provide input through meetings, written evaluations, and in-service staff development sessions. Artists work with the project coordinator and the schools to develop presentations that will fulfill project learning objectives, and they work with classroom and support teachers to integrate their presentations into the classroom curricula. As the project has developed, evaluation of student portfolios and performance-based assessments has replaced pre- and post-program questionnaires.

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Asheville Art Museum Association

PO Box 1717
Asheville, NC 28802
<http://www.ashevilleart.org>

\$50,000

Project Director:
Ms. Elizabeth H. Davis
828-253-3227
ashevilleart@main.nc.us

To support expansion of the Museum's *Literacy Through Art (LTA)* rural outreach initiative into additional grades and additional schools in six communities in western North Carolina, with the goal of effecting school-wide curriculum reform. The Museum currently serves grades 3-5 with this program and plans to expand into grades K-2 and 6-8, as well as adding additional schools, resulting in a comprehensive, K-8 integrated arts curriculum for students in the western region of the state.

Developed by the Museum's Education Department, *LTA* utilizes an integrated curriculum tailored to North Carolina State learning objectives for both Communications Skills and Visual Arts, and is implemented variously as a 9-, 14- or 20-week course comprised of weekly 75-minute lessons. The progressive nature of the curriculum enables students to internalize new concepts incrementally and in differing ways — verbally, visually, experientially and in writing.

The Museum's Curator of Education oversees *LTA* in cooperation with principals, educators and outreach staff. Development of curricula and lesson plans, program revision, teacher training, data collection and evaluation are the purview of the Curator and *LTA* staff in cooperation with school personnel. Designed to function as a team-teaching activity, *LTA* fosters collaboration between artists and educators, with Museum educators taking on the role of informal teacher trainers within the rural classrooms. In addition to this informal training, the Museum plans to develop teacher-training workshops in object-based learning and art-based school reform.

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Ballet Idaho, Inc.

501 S. 8th St., Suite A
Boise, ID 83702

<http://www.balletidaho.org>

\$30,000

Project Director:

Ms. Karla Bodnar

208-384-5846

kbodnar@balletidaho.org

To support expansion of *Learning Through Dance*, a program designed to help elementary school teachers integrate kinesthetic learning methods into their current curriculum. Ballet Idaho intends to expand the program to include additional schools in rural and underserved communities of Idaho outside the metropolitan Boise area.

Modeled after the San Francisco School of Ballet's long-term artist-in-residence program, *Dance in Schools*, Ballet Idaho's *Learning Through Dance* is a ten-week residency program that includes once-a-week school visits from the Ballet's artist-in-residence. During the residency period, all third-grade students in each participating school receive 10 movement classes that are connected to other school subjects. The program was developed in response to the Ballet's strategic plan, which calls for development of educational outreach programs to promote the art of dance throughout Idaho communities, and it comes at a time when the state educational system is interested in developing teaching methods based on the theory of multiple intelligences.

The schools, then, have provided the opening for the Ballet to enter the educational system through the introduction of interpersonal, intrapersonal, and kinetic learning methods. Piloted at seven public schools during the 1997/98 school year, the program will be expanded to additional schools with the assistance of Arts Endowment funding. Other project activities include scholarships for gifted and talented students and a dance presentation by professional dancers for all students in each participating school.

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Baltimore Symphony Orchestra

1212 Cathedral Street
Baltimore, MD 21201

<http://www.baltimoresymphony.org>

\$95,000

Project Director:

Ms. Sharon Kim

410-783-8030

skim@baltimoresymphony.org

To support, through a consortium project, year four of *Arts Excel*. A five-year initiative designed to integrate music with the school curriculum for grades K-12 in nine Baltimore-area schools, year-four activities will entail additional professional development sessions for teachers and introduction of the curriculum into grades 4 and 12, leaving only grades K and 5 to round out the program, which is now being carried out in consortium with the Center for Arts Education Research at Teachers College, Columbia University.

Arts Excel objectives include the integration of arts learning throughout the K-12 curriculum; improved teaching of the arts; the strengthening of higher-order thinking skills in such disciplines as math, language arts, social studies, and science; increased parental involvement; and the exploration of cultural diversity through the arts. Development of the *Arts Excel* curriculum is guided by the Learning Outcomes of the Maryland School Performance Assessment Program (MSPAP). Consultants and Symphony education staff train teachers and musicians to create participatory music experiences for the classroom; the in-depth teacher involvement in curriculum development is intended to result in an authentic, usable curriculum for which the teachers develop ownership.

Ongoing evaluation of the program, conducted by the Center for Arts Education Research, provides continuous monitoring of the program's development, implementation and operations. In addition, since *Arts Excel* was planned as a potential national model, the Symphony has created in-house procedures to document strategic steps in the development of the program.

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Bellevue Art Museum

301 Bellevue Square
Bellevue, WA 98004
<http://www.bellevueart.org>

\$75,000

Project Director:
Ms. Beverley Silver
425-454-3322, x113
beverleys@bellevueart.org

To support the writing and production of *Northwest Artists*, a multimedia arts education program for students in grades 5 through 12 in Washington State. Based on the work of seven internationally recognized artists who have lived and worked in the Pacific Northwest, the project will result in up to 28 in-depth, interactive lessons that address both the National Standards for Arts Education and Washington State's Essential Learning Requirements in the Arts, and that provide for integrated learning among the arts, social studies, and language arts.

The seven featured artists in this project represent a wide range of artistic media, ages, ethnicities and cultural backgrounds. *Northwest Artists* will be modeled on the Museum's guiding principle: See, Explore and Make Art, and it will include a CD-ROM and teachers' resource guide, both of which will be made available through various means both regionally and nationally. Within the museum field, the Bellevue Art Museum will make *Northwest Artists* available to any museum or gallery exhibiting the work of one of the seven featured artists. Within the state, the planned widespread distribution of the program will bring art, artists, and art education to underserved rural communities.

The Museum has contracted with a multimedia production firm to design and produce the software, and it has established an advisory council made up of more than 40 educators, school administrators, curriculum specialists, artists, multimedia specialists, and Museum staff to guide the project. At each stage of development, *Northwest Artists* will be evaluated both by the members of the Council and by student/teacher focus groups.

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Black Hills Special Services Cooperative
(on behalf of **Prairie Winds Writing Project**)
PO Box 218
Sturgis, SD 57785
Multi-State Project

\$65,000
Project Director:
Mrs. Kathy Huse-Wika
605-642-8286
khuse-wika@tie.net

To support expansion of the *Prairie Winds Writing Project*, a South Dakota program, into neighboring Wyoming. *Prairie Winds*, an 18-year-old program for improving both student and teacher writing, includes one-on-one mentorships with regional professional writers, conferences and writing retreats, teacher workshops, publication opportunities, and the *Prairie Winds Writing Book*, an instructional guide for teachers.

The *Prairie Winds Writing Project* originated with the South Dakota Department of Education in 1980 and is now a part of the Black Hills Special Services Cooperative, an extension of the public schools. The program's central philosophy is that beginning writers can benefit greatly by one-on-one mentorships with professional writers. Nationally known Great Plains writers, such as Linda Hasselstrom, Kent Meyers, and Dan O'Brien, provide the mentorships, select work for publication in a literary magazine, conduct teacher workshops, and guide the program's overall development.

Beyond the Arts Endowment's funding period, the Cooperative is committed to seeking funds to ensure continued involvement of Wyoming schools and communities in the project.

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Brooklyn Museum of Art

200 Eastern Parkway
Brooklyn, NY 11238
<http://brooklynart.org>

\$75,000

Project Director:
Ms. Deborah Schwartz
718-638-5000, x232
schwartzdf@aol.com

To support a consortium project initiative to integrate the study of art into an expanded understanding of U.S. history at the secondary level. Together with the American Social History Project, the Museum will provide a series of one-day teacher workshops, a three-week summer teacher institute, mentoring in classrooms, and a new teachers manual, all designed to enhance teachers abilities to integrate American painting, sculpture and decorative arts into current curriculum.

Through this project, high school social studies and English teachers will learn a variety of techniques museum educators use to approach learning about objects and will discover the process of visual analysis and research that aids in the interpretation of art objects. This training will meet the need for teachers professional development in the implementation of New York State Learning Standards in the Visual Arts. In addition, teachers will be introduced to methods for evaluating student performance in relationship to the new standards.

Part of the project design is to develop mentor teachers who, acting as project leaders and as co-teachers with museum educators, will ensure the integration of the project s methodology into school curriculum and instruction. These mentor teachers, along with the project coordinators, will write the teacher manual, which will be promoted locally and made available nationally.

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Center for Cultural Exchange

PO Box 4034, Station A
Portland, ME 04101

<http://www.artsandculture.org>

\$80,000

Project Director:
Mr. James Bau Graves
207-761-0591, x101
portarts@maine.rr.com

To support the *Core Cultures Project*, a comprehensive, multi-ethnic, arts-based consortium project. Through this project, the Center for Cultural Exchange and its partners — the Portland Public Schools and the Portland Partnership — will connect the K-12 curriculum with artists-in-residence, community resources, and a range of extra-curricular activities designed to provide culturally diverse arts education that responds to the reality of a school district in which students speak 42 different native languages.

Seeking to respond to the challenges of Portland's increasingly multicultural nature, the consortium will form a Core Cultures Task Force that will include classroom teachers, curriculum specialists, artists and community members. Within the framework of existing curricula and the school system's newly-instituted Learning Results, the Task Force will develop a comprehensive plan for students' immersion in each of the major world culture areas at least three times during the course of their K-12 school career.

Key components of this project, in addition to specific curriculum development, include teacher-training institutes to provide artistic tools for approaching the demands of the Learning Results; residency work by major international artists in the schools linked to the curriculum and Learning Results; and a series of summer and school-vacation workshops for students allowing them to build upon interests generated through their classroom work. The consortium will focus on three demonstration schools in the first year of the project, and will then expand to all the schools in the Portland system.

Materials developed through this project will be catalogued, archived and made available to teachers and students on a lending basis. The new resource guides and teacher-training institutes will help provide benchmarks for student assessment, and students will maintain portfolios to assist with documentation and assessment of learning.

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Charlotte Symphony Orchestra Society

201 S. College St., Suite 110
Charlotte, NC 28244

<http://www.charlottesymphony.org>

\$40,000

Project Director:
Ms. Susan Miville
704-332-0468, x230
susanm@charlottesymphony.org

To support development of a comprehensive, sequential arts education program for grades K-8 through expansion of the Symphony's *MusicaLinks* program. The goal of the project is to make *MusicaLinks* a music-integrated curriculum, available to underserved schools in the Charlotte metropolitan area.

The project emphasizes interactive and integrative learning, professional development for musicians and teachers, as well as student assessment and program evaluation, all in a way that conforms to the North Carolina Standard Course of Study. The project's main components are *Educational Explorations through Music*, which is an interdisciplinary, literacy-based program, and *Music of Math*, which uses musical idioms to demonstrate elements of math and explores how mathematical patterns permeate music.

Through a series of in-depth residencies, musician-educators are paired with teachers, with support from school administrators and Symphony management. The artist/teacher teams meet before and during residencies to plan, review and evaluate lessons. Together, in conjunction with the Symphony's director of education, they design specific lesson plans related to each residency. In addition, the director of education works closely with the Charlotte-Mecklenburg Schools performing arts specialist in the planning of all programs.

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COMPAS, Inc.

304 Landmark Center
St. Paul, MN 55102
<http://www.compas.org>

\$35,000

Project Director:
Mr. Daniel Gabriel
651-292-3254
compas@migizi.org

To support *Creating the Link*, a consortium project to make standards-based models for arts learning accessible to all Minnesota teachers. The consortium of COMPAS, the Minnesota State Arts Board, and the Minnesota Alliance for Arts in Education intends to: provide new standards-based frameworks for artist residencies; create effective curriculum and assessment tools; and disseminate new residency models to teachers, artists and arts organizations interested in helping students achieve the Minnesota Graduation Standards.

Minnesota requires all students to successfully complete hands-on, creative experiences in the arts in order to graduate from high school. In addition, students in grades K-8 must create and perform in at least three arts areas. This project is designed to equip teachers with the necessary knowledge, skills and tools to teach to these standards, and will be developed in eight schools representing primary, intermediate, middle and high-school grade levels.

Activities will include planning and training institutes for artists and teachers on graduation standards, classroom activities, and evaluation plans. There will be separate planning sessions for teachers and artists to draft curriculum and assessment tools, and artists will work in each of the schools for three weeks. Artists and school personnel will be aware that their work is intended to be replicated and will likely be modified in future artist-teacher partnerships.

The consortium will disseminate a variety of materials developed through the project, including: a menu of residency models for implementing the Minnesota graduation standards in Learning Area Three: Literature and the Arts; a documentation of the framework and content of each of the eight artist residencies; effective curriculum and assessment tools; examples of student work; and evaluation findings and recommendations.

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Duke University

\$90,000

(on behalf of the **Center for Documentary Studies**)

Project Director:

1317 W. Pettigrew St.

Ms. Wendy Ewald

Durham, NC 27705

919-660-3655

<http://www-cds.aas.duke.edu>

To support *Gallery in the Classroom*, an extension of the Center for Documentary Studies *Literacy through Photography* program. This is a project to explore new ways to enhance teachers' understanding of artistic practice and to expand the ways that visual arts are incorporated into the elementary- and middle-school curriculum.

Literacy through Photography (LTP), which was established in 1989 as a collaborative program between the Durham Public Schools and the Center for Documentary Studies based at Duke University, teaches photography and writing within the school curriculum by focusing on the students' lives as a source for creative expression. As an extension of that effort, this project will focus on teachers gaining skills in interpreting, editing, sequencing, and contextualizing photographs, and on giving students new opportunities to view and make art within a particular context.

Project activities include one-week visiting-artist residencies that will focus on creating a project that can be integrated into the class curriculum, field trips to the Center's Kreps Gallery, teacher workshops, and a culminating exhibition featuring works of students, teachers and artists who have participated in *LTP* over the past decade.

LTP was recently selected by Harvard University's Graduate School of Education's Arts Survive! Program to participate in a national research project on arts education partnerships, participation in which is expected to provide *LTP* with an in-depth evaluation of its program.

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East Bay Institute for Urban Arts

420 Fortieth St., #2
Oakland, CA 94609

\$55,000

Project Director:
Mr. Mathew Schwarzman
510-652-5300, x11
urbanarts@igc.org

To support an initiative to document, refine and disseminate the Urban Arts methodology and its links with secondary-school curricula. The Institute (known as Urban Arts) will work with faculty and staff from Oakland Technical High School and an advisory group of both primary and secondary educators and youth workers from throughout the Bay Area to review the Urban Arts methodology, critique it, and help make it relevant to a broad range of youth arts practitioners and educators.

The East Bay Institute for Urban Arts is a community-based arts school serving youth and adults throughout Oakland and the East Bay. Through Urban Arts PATHWAYS program, students can earn credit, gain special access to academic, admissions and scholarship support, and will eventually be able to pursue a specialized arts-based teaching credential. The long-term goal of this project is to increase the number of students who attend both Oakland Technical High School and Urban Arts simultaneously, and to offer this articulated school/afterschool approach not only as a way for them to learn, but as a career orientation in arts education through a partnership with a university- or college-based teacher preparation program in the area.

Elements of the project include: establishing an Urban Arts digital archive of images, recordings and writings; documenting Urban Arts techniques and reviewing them in consultation with the advisory group; and writing and producing a workbook and Web site that features Urban Arts history, techniques and philosophy. A series of planning meetings among Urban Arts staff and school personnel will be held to develop a two-semester curriculum which interconnects at least three subject areas (e.g., social studies, English, and math) with the content of Urban Arts afterschool program. The group will also work to integrate a broader set of local, state and national educational standards with Urban Arts practice, and to help ensure the workbook and Web site are relevant to a range of youth practitioners and educators.

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Fairfax County Public Schools

\$45,000

Office of the Superintendent
10700 Page Avenue
Fairfax, VA 22030
<http://www.fcps.k12.va.us>

Project Director:
Ms. Carla Heymsfeld
703-937-1600
cheymsfeld@fc.fcps.k12.va.us

To support a consortium project to create and promulgate a model program for infusing the arts into elementary school academic curriculum at Mosby Woods Elementary School. Along with its consortium partner, the Institute of the Arts at George Mason University, Fairfax County Public Schools will oversee a collaborative planning process among classroom teachers, school-based arts specialists and consultants that is intended to develop a model that can be replicated throughout the County's 134 elementary schools.

The core of this collaboration is the Mosby Woods Planning Committee. Composed of administration, faculty and parents, it meets bimonthly to establish goals, plan program implementation and conduct ongoing assessment of the school's programs. As part of this project, a three-person artist-faculty team from the Institute will meet with Mosby Woods faculty to discuss present curriculum and teaching practices, and examine areas that best lend themselves to arts integration. The team will then help teachers plan specific ways to infuse the arts into each grade level's curriculum.

The consortium will also work with the National Museum of American Art to deepen the teachers' understanding and involvement with the visual arts, with the Northern Virginia Chapter of the American Institute of Architects, and Wolf Trap Center for the Performing Arts. Classroom teachers and school-based arts specialists will be responsible for creating and implementing the curriculum. The project director and school-based specialists will teach the integrated arts lessons for all classes and will help classroom teachers plan lessons that include the arts. The results of the project will be shared with other schools in Fairfax County via meetings, inservice sessions and noncredit courses for teachers, as well as outside Fairfax County through workshops at professional meetings and articles in professional journals.

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Fitton Center for Creative Arts

101 S. Monument Avenue
Hamilton, OH 45011-2833
<http://www.walltowall.com/fitton>

\$100,000

Project Director:
Mr. Rick H. Jones
513-863-8873, x202
RJatFitton@aol.com

To support a new *SPECTRA+* research project focusing on several elementary schools identified as having highly at-risk students. The project will incorporate both empirical and ethnographic research methods to determine the intrinsic as well as instrumental effects of sustained and in-depth arts instruction, and will include activities such as artists-in-residence, evaluation, and documentation for years one and two of this five-year longitudinal study.

In earlier phases of this ongoing work, the Fitton Center, with the assistance of Miami University of Ohio faculty, has conducted research focused on moderately at-risk students, the results of which have been widely disseminated. In addition, the Center has created a teacher professional-development center for the arts. As an example of the collaborative nature of this project, artists hired to work in *SPECTRA+* are selected by each school's site-based management team.

The purpose of this current phase of *SPECTRA+* is to demonstrate nationally that comprehensive, curriculum-based arts-in-education in public elementary schools with students who are highly at-risk of school failure improves certain variables, such as: academic achievement, self-concept, creative and critical thinking skills, arts appreciation, attendance, disciplinary actions, teacher and student attitudes toward school, and parental observations and involvement. This project will provide a methodologically sound evaluation study to strengthen the position that the arts can and should be taught rigorously both as discrete subjects by specially-prepared artists and qualified arts educators, and in an integrated approach with other academic subjects.

Since its inception in 1991, *SPECTRA+* has had a professional development component, through which professional artists are hired to work with teachers in a variety of ways, receiving training that includes co-writing curriculum and understanding research methodology. Dissemination of this current research study's findings will occur through presentations at state and national arts, education, arts education, and psychology professional association conferences; journal articles and papers; a printed monograph; and a video.

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Intermedia Arts of Minnesota, Inc.

2822 Lyndale Avenue South

Minneapolis, MN 55408

<http://www.IntermediaArts.org>

\$40,000

Project Director:

Mr. Tom Borup

612-874-2810

Tom@IntermediaArts.org

To support a project to improve the quality and availability of arts education in the Minneapolis area, and to provide resources for teachers and schools to effectively implement and evaluate recently instituted Minnesota state graduation standards in the arts. Project activities will include training for artists and teachers, development and implementation of artist-led arts education projects, and the fostering of long-term partnerships among schools, educators, artists and arts organizations intended to effect systemic change in how the arts are taught in the schools.

Intermedia Arts plans to achieve the project's goals by expanding the pool of professional artists capable of mentoring youth and working in public schools, by better equipping teachers to work with the arts and with artists in the classroom, and by building long-term collaborative relationships between schools, artists and Intermedia Arts. It is their intention that this project will serve as a national model to foster similar long-range engagements between schools, teachers, artists and arts organizations.

Having established a training program for artists in 1998, Intermedia Arts plans to fine-tune and expand it as they work to integrate the proposed project into their ongoing arts education activities. In addition to training artists, they will provide similar training for educators, developing their skills in planning and implementing collaborative arts experiences. By the end of the year, artist/teacher teams, which will have developed their own projects during the year, will have both experience and curricula that can be applied to future classes and duplicated or adapted in other schools. Evaluation of the project results will be closely tied to the new Minnesota graduation standards, with teachers expected to develop curriculum that includes clear, tangible assessments for determining their students' achievement of the relevant standards.

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Lincoln Center for the Performing Arts

\$100,000

(on behalf of **Lincoln Center Institute**)

Project Director:

70 Lincoln Center Plaza, 9th Floor

Mr. Scott Noppe-Brandon

New York, NY 10023-6583

212-875-5545

<http://www.lincolncenter.org/institut/index.htm>

snb@lincolncenter.org

To support the Lincoln Center Institute's (LCI) *Focus School Collaborative*, a project to expand and intensify the Institute's aesthetic education practices both throughout the school year and in relation to the entire school curriculum. This project is part of a five-year commitment with individual schools that involves all staff and students in intensive, year-round arts-in-education study.

Lincoln Center Institute (LCI) conceived this initiative as a replicable model for integrating arts learning with other subjects of the school curriculum in a manner that supports the New York State Learning Standards for the Arts. In addition, the project provides professional development for teachers and artists who work with students, and offers special workshops and programs for school administrators and parents. Twelve teaching artists work directly with students and teachers in the classroom, and facilitate professional development workshops throughout the year. All first-time teachers attend three weeks of intensive professional development workshops during the summer, and other professional development activities continue through the school year.

The Institute also engages an array of artists and companies for its annual repertory, which serves as the texts which students experience, study, and master. LCI-produced resource guides for these productions provide teachers and teaching artists with curriculum planning assistance. The Institute is a member of the Association of Institutes for Aesthetic Education, eight other members of which have initiated *Focus School* projects based on LCI's model and research.

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Manhattan School of Music

120 Claremont Avenue
New York, NY 10027

<http://www.msmnyc.edu>

\$30,000

Project Director:

Ms. Katherine Erlandson Soroka

212-749-2802, x475

ksoroka@msmnyc.edu

To support development of a music-based curriculum for grades 4-6 that is consistent with national and New York State learning standards, in partnership with two New York City public elementary schools. Manhattan School of Music has been working with P.S. 37 since 1995 and with River East Elementary School since January 1998 through its *Music Teaches* program, upon which this project is based.

The existing *Music Teaches* curriculum has been developed over the past five years in partnership with eight schools. Designed as a two-semester program, it includes classroom residencies by teaching artists, instrumental and choral instruction, professional development for teachers and artists, and family concerts, and it currently operates in a limited number of grades in the schools that are part of this project. Both P.S. 37 and River East are now seeking to establish an articulated and sequential music curriculum for use throughout their schools and have asked Manhattan School of Music to work with them toward this goal.

The project will create a second-phase curriculum for use in grades 4, 5, and/or 6 that builds on the conceptual knowledge and practical skills gained in the earlier grades. While Manhattan School of Music will assume ultimate responsibility for the new curriculum, collaboration is intrinsic to the project; a Teachers Council, with representation from all three partners, will provide a mechanism for creative exchange, decision-making, and evaluative feedback, and the School of Music works closely with the partner schools' arts specialists.

**NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category**

Metropolitan Opera Guild, Inc.

Lincoln Center Plaza
New York, NY 10023-6593
Multi-State Project
<http://www.operaed.org>

\$40,000

Project Director:
Mr. David Dik
212-769-7029
ddik@operaed.org

To support implementation of an artist-training program that will prepare up to an additional 30 new artists in order to expand the *Creating Original Opera Program* throughout the New York tri-state (New York, New Jersey, and Connecticut) metropolitan region. The *Creating Original Opera Program* is a special residency and teacher-training program that integrates opera into the overall curriculum.

Since it first sent teacher-artists into schools 18 years ago, the Metropolitan Opera Guild has trained over 1,000 teachers who have worked throughout the United States and in 16 other countries. In the past, the Guild has developed its teacher-artist staff one person at a time. Four times each summer these teacher-artists have conducted eight-day residential seminars at university sites to train teams of music and classroom teachers to introduce the *Creating Original Opera* curriculum in their schools.

The current project is prompted by the Guild's desire to expand its roster of teacher-artists in order to meet the growing demand for its arts education services in New York City-area schools. Using its current staff as artist trainers, with the assistance of a specialist in assessment design and an expert in the field of family and adolescent development, the Guild will train up to 30 additional artists (including writers, composers, performers and technical artists) to implement the Guild's residency programs throughout the New York tri-state region.

A key component of the training program will be an internship at a New York-area school, where trainees will work alongside teacher-artists who currently implement the program. The Guild is committed to a subsequent program expansion that will provide freelance employment for the new teaching artists. The Guild does not intend to displace music and art teachers in those schools where they exist, but rather to assist schools in their efforts to fully integrate the arts across the school curriculum.

**NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category**

Nevada Joint Union High School District

11645 Ridge Road
Grass Valley, CA 95945
Multi-State Project

<http://nuhsd.k12.ca.us/nuhs/j-205>

\$26,000

Project Director:
Mr. David Arnold
530-273-4431
or 530-432-8020
D.Arnold@oro.net

To support a series of interconnected, technology-rich publishing projects and a traveling exhibition of exemplary student art work. Nevada Union High School, the largest school in the district, was selected as a 1997-98 National Blue Ribbon School, and will be the site for this project.

Nevada Union High School, with a student population of 2,700, has over 1,200 students enrolled in arts classes of various types. Under the auspices of the school's Art Department, students maintain the NuArt Poster Series; the J-205 OnLine photography-focused Web site (<http://nuhsd.k12.ca.us/nuhs/j-205>); and J-205: A Journal of Photography, and they are developing a new Web site called NuArt Online.

The curriculum of the photography program is centered around these interconnected publishing projects, allowing students to make critical judgments about their art work, publish their work in a professional manner, and make positive connections with school, the community and the world through their art. Plans for this project include increasing the publication schedule of J-205 from two issues per year to at least three; increasing the poster series to a monthly schedule; creating two permanent on-site galleries; expanding their current Web site and developing the new one; and soliciting and exhibiting work from students at other schools in the district, the region, and throughout the country.

Recently, Nevada Union's Advanced Photography class was accepted by the University of California as an academic elective, the only high school photography class in the state of California to receive that distinction. Three Nevada Union High School full-time arts instructors are overseeing this project. One of the instructors — David Arnold — received an Arts Endowment photography fellowship in 1985.

**NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category**

New Museum of Contemporary Art

\$40,000

583 Broadway

Project Director:

New York, NY 10012

Mr. Dennis Szakacs

Multi-State Project

212-219-1222, x230

<http://www.newmuseum.org>

dszakacs@newmuseum.org

To support the *Visible Knowledge Program (VKP) Curriculum Dissemination Project*, a consortium project to develop, implement and evaluate new multicultural arts education resources. With its consortium partner, the Robert F. Wagner Institute of Art and Technology, the New Museum intends to make available to teachers and administrators nationwide, via the Internet and CD-ROM, resources coming out of the *VKP*, an interdisciplinary educational and professional development program for underserved high school populations.

The *Visible Knowledge Program* pairs professional artist-instructors and high school teachers to team-teach students on a semester-long basis. Previously, the Museum created and published *Contemporary Art and Multicultural Education (CAME)*, a comprehensive curriculum guide that offers a critical, art-based approach to multicultural education. Using the *CAME* guide as a foundation, the Museum began in 1996 to develop a plan for using the Internet and multimedia tools as a medium for conducting technology-based educational programs as well as extending the reach of the *VKP*. For the past three years, the Museum and the Institute have been developing new *VKP* curricula, as well as refining existing lesson plans published in the *CAME* guide.

This current project will take the next steps to further develop the use of technology in arts education and extend the reach of the program to educators and administrators nationwide. The project involves creation of a demonstration Web site and CD-ROM featuring new and existing *VKP* curricula, artist and student projects, and teacher resources. The project and program content will be independently evaluated, and an outside expert will advise the project team on the effective use of Web and multimedia technologies.

**NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category**

Pacific Symphony Association

1231 East Dyer Road, Suite 200
Santa Ana, CA 92705

<http://www.pso.org>

\$55,000

Project Director:
Ms. Pamela French
714-755-5788, x240
psa@psa.org

To support the sixth year of the Symphony's *Class Act* initiative. *Class Act* is an orchestra education program that provides a year of sequential learning for elementary school students through direct exposure to and interaction with Pacific Symphony Orchestra musicians and their work.

The multiple components of *Class Act* include an introductory in-school assembly for K-8 students, their teachers and principals; in-school classroom lessons taught by a member of the Symphony Orchestra; Family Night ensemble programs for students and their parents, with five Orchestra musicians introducing the parents to their children's *Class Act* curriculum; an end-of-year concert at the Orange County Performing Arts Center; a closing assembly where students present concepts they have learned throughout the year; and workshops and resource materials for teachers. The *Class Act* program involves the collaboration of the PSO administrative staff and musicians, parents, students, teachers and administrators of 20 elementary schools (approximately 17,000 students).

Lessons are written by teachers under the direction of the PSO Director of Education and Community Programs and focus on four primary components of music education as outlined by the State of California, including aesthetic perception, creative expression, arts heritage, and aesthetic valuing. An extensive parent network plays a vital role in operations, and each school creates a *Class Act* Team that includes the principal, teacher representatives, parent coordinator, music teacher, PSO musician, and PSO staff. The musicians teach lessons, perform and assist with program evaluation. A comprehensive evaluation of the program is planned for the 1999-2000 school year.

**NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category**

Portland Museum of Art

7 Congress Square
Portland, ME 04101
<http://www.portlandmuseum.org>

\$27,000

Project Director:
Ms. Dana Baldwin
207-775-6148, x249
texas@aol.com

To support *Looking to Learn*, an initiative designed to assist Maine public school teachers in meeting the new state-mandated Learning Results for grades 3-5. The Portland Museum of Art will collaborate with teachers to create classroom materials that link the Museum's collection to four subject areas: the visual arts, language arts, social studies, and science.

This project is an outgrowth of previous collaborations between the Portland Museum of Art and the Portland Public Schools; teachers are active members of the Museum's Education Committee, and the Museum's Director of Education was a participant in the School System's long-range planning process. *Looking to Learn* resulted from a brainstorming session hosted by the Museum in which teachers were invited to discuss ways in which the Museum might better serve their students. Three of the teachers who participated in that session are now committed to and are key players in the project; two of them are art teachers and the third was named the state's Teacher of the Year for 1997 and has served on the school system's arts in education committee.

Additional teachers will serve as consultants on the project team, which will consist of four visual arts teachers and four teachers of diverse disciplines. These four pairs of teachers will create lessons and materials for use in grades 3-5 at each of the system's 13 elementary schools, and will conduct three workshops for teachers; invitations to the third workshop will go to the state's 600 art teachers. The materials developed from this project will be prominently featured in the Museum's new catalogue of teacher resources and on its Web site.

NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category

Project Artaud Corporation

\$16,000

(on behalf of **Southern Exposure**)

Project Director:

401 Alabama Street

Ms. Catherine Courtlandt

San Francisco, CA 94110

415-863-2141

<http://www.soex.org>

@soex.org

To support *Race, Representation and Youth*, Southern Exposure's media literacy program to promote greater understanding of cultural representation in mass media. The project, which is integrated into the curriculum of a San Francisco high school, is a collaborative endeavor between artists and teachers.

Southern Exposure's Arts in Education Program is based on a direct, interpersonal approach to arts education that stresses cultural awareness and posits artists as role models for youth as they explore how they are represented in the media. The AIE program works collaboratively with neighboring youth organizations and schools that have little access to and limited resources for innovative arts education. In this project, Southern Exposure intends to help students become media literate and skilled users of media. Through an analysis of mass media forms and hands-on video production, teachers and students engage in a critical dialogue about media, access and representation. Students use and develop written, oral, aesthetic and critical thinking skills by learning both to decode media texts and to produce media-based work.

At the outset of the program, artists and teachers spend a day together discussing standards for learning, media literacy concepts and media-based curriculum, as well as participating in hands-on activities. The workshop offers education models, practical lesson plans and strong media-building skills. The development of lesson plans is guided by a rubric developed collaboratively by artists, teachers and a media-literacy educator. At the end of the project, a guidebook will be published and distributed to students, educators and arts patrons.

NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category

Research Foundation of State University of New York at Albany \$100,000

(on behalf of the **Regional Partnership of Schools and Colleges**

at Purchase College, SUNY)

PO Box 9

Albany, NY 12201-0009

<http://www.purchase.edu/partnership>

Project Director:

Ms. Mary Beth Anderson

914-251-6873

mbander@purchase.edu

To support development and implementation of a model public high school dance program consistent with New York State and national standards for dance education. The Regional Partnership, working in collaboration with New Rochelle High School, will provide education in and access to dance as an in-school, curriculum-based subject, integrating various movement techniques, multicultural dance forms and history, anatomy, composition/choreography, music/rhythm analysis, performance production and computer technology.

This project has been developed at the request of the New Rochelle High School principal, the school board president, and the district superintendent, all of whom have been instrumental in the planning of the project. It will initially serve New Rochelle High School students only, with plans for dissemination that will reach 27 other school districts and colleges in the Partnership's tri-state (New York, New Jersey and Connecticut) region and beyond. The artistic vision for the project is to provide all public high school students with opportunities to study dance as a curriculum-based subject within the school and during the school day.

Project activities will include curriculum development, dance company residencies, master classes, field trips to professional dance performances, faculty training, Internet course development, as well as documentation and evaluation of the entire project. Secondary and post-secondary dance faculty, along with three multicultural dance companies (Urban Bush Women, Chen and Dancers, and Ballet Hispanico), will work cooperatively to develop the curriculum and increase the capacity for professional development. A variety of formative, summative and contextual evaluation methods will be employed and the results will be disseminated via the Internet and dance and education associations.

NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category

Settlement Music School

\$80,000

PO Box 25120
Philadelphia, PA 19147-3094
<http://www.smsmusic.org>

Project Director:
Ms. M. Elizabeth Armistead
215-336-0400, x20

To support the 10th year of the *Kaleidoscope Preschool Arts Enrichment Program*. Operating since 1990 in a South Philadelphia neighborhood, *Kaleidoscope* is a tuition-free program that provides comprehensive education, including music, art, and dance, each year to 60 students, ages three to five, whose family income levels and living conditions place them at risk.

The *Kaleidoscope* approach to learning through the arts supports the ways young children build awareness and understanding of the world around them. Working with a faculty of professional artists with training in early childhood education, small groups of children go to arts studios six to nine times a week to explore concepts that cut across the arts such as pattern, change, repetition, and extremes. This approach to learning helps children understand the use of symbolic systems — the basis of understanding language and math. They are also taught specific skills, such as in music: keeping a steady beat, staying on pitch, recognizing rudimentary notation, and understanding the proper physical approach to an instrument.

The *Kaleidoscope* artist/teachers meet on a regular basis with the early childhood teachers to collaborate in curriculum planning sessions. The program includes a comprehensive evaluation component to track students' learning and assess program effectiveness.

In 1997, a study designed to assess the longer-term impact of the program on former *Kaleidoscope* students in grades one through four was completed. Results indicated that *Kaleidoscope* students sustained interest in the arts as well as evidenced improvements in learning over time. Moreover, the study revealed that fewer *Kaleidoscope* graduates required intervention services as compared to a control group. In the fall of 1998, *Kaleidoscope* was one of 10 programs to receive a Coming Up Taller award from the President's Committee on the Arts and Humanities and the Arts Endowment.

**NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category**

Suzuki-Orff School for Young Musicians

1148 West Chicago Avenue
Chicago, IL 60622

<http://www.suzukiorff.org>

\$70,000

Project Director:

Ms. Peggy Wise

312-738-2646

pwise@suzukiorff.org

To support *Project IMAGE (Integrating Music/Movement Arts with General Education)* and its components, *Clap, Sing, and READ!* and *Baby STEPS (Starting Together the Educational Process)* in the Chicago Public Schools. This project will allow the Suzuki-Orff School to expand this program into additional schools and to enlist more active parental support in the program.

Project IMAGE is a systematic, sequential music curriculum that integrates music with all areas of the curriculum in K-8 classrooms in Chicago Public Schools which serve low-income, largely African-American and Hispanic students. The *Clap, Sing, and READ!* component harnesses the communicative power of music to promote enjoyment of books by children and parents and helps children acquire basic reading skills in preschool through second grades. Parents are made an integral part of the process and are provided assistance in carrying on reading-readiness activities at home.

The *Baby STEPS* component facilitates the development of early learning skills through music. A holistic, early-childhood program for ages 18 months to four years, this component involves parents in weekly classroom instruction with the goal of providing an educational foundation for preschool-aged children and their parents.

The Suzuki-Orff School collaborates with public school personnel and local school councils to tailor the program to the needs of the particular school, focusing on each school's local school improvement plan. Classes, which are taught by Suzuki-Orff artist faculty (who hold degrees in music performance or music education), are held once weekly for 34 weeks per year in each school.

**NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category**

Texas Institute for Arts in Education

723 Main Street, Suite 906
Houston, TX 77002
Multi-State Project
<http://www.hern.org/~tiae>

\$90,000

Project Director:
Mr. Victor C. Kendall
713-222-7424
tiae@hern.org

To support development of CD-ROM applications and teacher training for Stage II of the Institute's Web site. This project is designed to use the Internet in tandem with CD-ROM applications to provide the necessary tools and techniques to use computer technology, support the use of arts in education, and connect a larger audience with the Institute's core program resources.

The first stage of the Web site project established a data repository on the Internet for general arts-in-education information. The goal of Stage II is to evolve from a data repository to a curriculum-development resource for classroom use. It will be piloted in two elementary schools with at least 80 percent faculty participation to ensure that all the components developed actually assist students in exhibiting learned skills.

The CD-ROM applications will consist of a series of 16 interactive arts-in-education activities designed for K-6 grade levels, connecting four academic disciplines (Language Arts, Math, Science and Social Studies) with four art forms (Music, Dance, Theater and Visual Arts). Teachers will be able to guide students through interactive arts-in-education activities, and data on the students' progress will be captured and made available to the teacher.

This project will be evaluated both qualitatively and quantitatively, with the goal being to develop a model program with demonstrated links between student participation in an arts-infused curriculum and measurable learning outcomes in line with the Texas Essential Knowledge and Skills (TEKS) standards.

**NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category**

Utah Arts Council

617 East South Temple
Salt Lake City, UT 84102

<http://www.ce.ex.state.ut.us/arts/>

\$50,000

Project Director:
Ms. Jean Tokuda Irwin
801-236-7555
jirwin@arts.state.ut.us

To support a statewide initiative for K-12 film/video education by a consortium under the direction of the Utah Arts Council. The Council and its partners -- Sundance Film Institute, University of Utah Film Department, Utah Film Commission, Utah State Office of Education, Utah Film and Video Center, and Utah Alliance for Arts and Humanities Education — will provide a film/video curriculum along with related teacher professional development and filmmaker residencies, both to promote media literacy and to teach filmmaking skills.

The curriculum coming out of this project is being developed in alignment with both state and national standards for arts education and supports the inclusion of prerequisite activity in dance, music, theatre and visual arts. The goals for this project are that students learn about the history of film and video and the role it plays in their lives, and about mastering the tools for making films with artistic merit. The curriculum will be piloted and evaluated before it is presented to the Utah State Board of Education for adoption. Teachers involved in the piloting will be provided professional development to assist them in implementing the curriculum.

The curriculum development work being supported by the Endowment is part of a larger initiative that will include such other non-Endowment-supported activities as screen writing opportunities for students; film screenings for students with professional directors; workshops for students and creative advisors in conjunction with Sundance's January Screenwriters Lab; and employment opportunities for students and teachers with commercial film crews.

**NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category**

Very Special Arts of Indiana

(an affiliate of VSA Arts)

2506 Willowbrook Parkway #202

Indianapolis, IN 46205

<http://www.vsai.org>

\$7,000

Project Director:

Mr. James Nulty

317-253-5504

jimvsai@aol.com

To support *VSAI University Practicum (UP)*, a new teacher-training program in Indiana. Through collaborations with several Indiana universities, VSAI will provide opportunities for university students in arts education methods classes to intern with VSAI Master Artists in VSAI residency programs, where the students will be able to work with children with disabilities.

This project is based on experience and research which demonstrates that one key learning tool widely utilized to assist learning for all disabling modalities is application of the arts. VSAI believes this project to be the first of its kind in Indiana and within the VSA (Very Special Arts) network of national affiliates. VSAI plans with the school administrators, classroom teachers and artists to develop the individual residency programs to enhance and support the classroom curriculum.

The goals of the project are to prepare future arts education teachers with the tools needed to instruct and guide the learning of students with disabilities; strengthen universities curriculums; enhance VSAI residencies; promote disability awareness; and develop a program that VSAI can offer as a model for other VSA affiliates around the country.

**NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category**

Wisconsin Art Education Association

\$65,000

PO Box 7841
Madison, WI 53707-7841
<http://www.wisarted.org>

Project Director:
Dr. Martin Rayala
608-267-7461
RayalMP@mail.state.wi

To support *Tomorrow by Design: Design Education as a Catalyst for K-12 Learning*, an initiative to develop a comprehensive, statewide K-12 design education program in Wisconsin. Both state and national design professionals will be brought together with educators, through individual meetings, workshops and conferences, to develop and implement curriculum on design education.

Wisconsin's Guide to Curriculum Planning in Art Education (1995) included design education as one of four areas of the visual art curriculum, along with the fine arts, visual culture, and visual communication. This project will expand on the design education sections of that guide to create a companion document which is believed to be the first state curriculum guide devoted to design education.

Participants in the project will include 12 Curriculum Task Force members, 10 Steering Team members, a national advisory panel of designers and design educators, other design professionals, art teachers, and other educators with design responsibilities.

Project activities will include a combination of symposia, conferences, and workshops; documentation and evaluation of the project; and curriculum publication. While the primary audience for this project is Wisconsin's more than 1,800 K-12 art educators, 1,000 copies of the curriculum guide will be distributed to school districts and libraries across the state, and additional copies will be available for purchase.

**NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category**

Young Audiences, Inc.

115 East 92nd Street
New York, NY 10128
Multi-State Project

<http://www.ya.org/index1.htm>

\$65,000

Project Director:
Mr. Larry Stein
805-259-3195
eva@ya.org

To support field testing of *Meet the Artists (MTA)*, an interactive, digital prototype model for linking teachers and artists to community arts resources. Through *MTA*, teachers and artists will learn to use new technologies for finding and sharing information among themselves and their peers, and will utilize new tools for scheduling of artists for work in classrooms.

Working in Wichita, Kansas (urban model), Portland, Oregon (state model), and Atlanta, Georgia (suburban model), Young Audiences plans a multi-component effort to field test *Meet the Artists* and to then take it to scale the following year in all schools in the involved sites with interest and Internet access. *MTA* includes a Web site, a companion CD-ROM, and collateral materials, and the project includes training for a cadre of up to 180 teachers and artists in the test sites. They will receive technological training and advanced professional development to design, develop, implement and evaluate collaborative and individual arts in education projects; identify ways to use local cultural resources with academic curricula; plan standards-based units of study integrating the arts; and introduce or support their peers' online knowledge acquisition.

Other activities will include: refinement of the *MTA* technological platform to ensure optimal access; creation of content specific to participating artists and teachers; and documentation of the content-building and professional development structure of the site. Young Audiences' eventual goal is to develop *MTA* to the point where it can be replicated nationwide.

**NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
FY 1999 — Education & Access Category**

Young Audiences of Indiana

3050 North Meridian Street

Indianapolis, IN 46208

<http://www.yaindy.org>

\$30,000

Project Director:

Ms. Jo Ellen Florio Rossebo

317-925-4043

joellen@yaindy.org

To support the *Cornerstone Dance Project: Positive Interaction through Dance*. This is a collaboration between Young Audiences of Indiana and the Metropolitan School District of Washington Township to provide a sequential dance education program based on the voluntary National Standards for Dance Education at the elementary- and middle-school levels.

This project was developed collaboratively in response to a need expressed by the Washington Township School District, the strategic plan of which identified dance as a priority in fulfilling the district's educational goals in the arts. Currently providing a sequential dance program for all students in grades 2, 3, 4 and 6, the eventual goal is to add grades 1, 5 and 7 in order to firmly embed a dance education program into the district's elementary- and middle-grades. Arts Endowment funding will support the goal of progressively adding additional grades and refining the program to ensure that it is in line with the National Standards.

Project activities include workshops, performances and teacher professional development by professional dancers from the Indianapolis dance community. Participating artists were selected for their artistic excellence and their interest and ability to work with students and teachers in an educational program relating to the standards in dance education and to the integration of dance with other areas of the curriculum. A pilot evaluation program is currently underway to measure the effectiveness of the project to date; ongoing evaluation is incorporated into the project's design.
